

A CRITIQUE OF PATTERNS OF PUBLIC SECONDARY
SCHOOL ADMINISTRATION

A THESIS
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DEDICATION

To my wife, Mary, to my daughter,
Alfredene, and to my sons, Arthur Robert and
Alfred Junior, whose lives have been a source
of much pride and satisfaction to me.

A. S.

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A. S.

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CHAPTER I

INTRODUCTION

Rationale

The success of any project or organization or institution depends greatly on good administration. In our complex society today, the training and development of young minds is one of the most important and challenging projects of this age. The American high school emerges as one of the most forceful and important projects concerned with the direction of the developmental processes of our society's youth. Organized secondary education in America is now about three and a quarter centuries old, having been in existence for 140 years before the American Revolution. But, changes in the educational enterprise have taken place so rapidly in the past few years that the functionings of secondary schools have been challenged to continuous "overhauling" if they are to escape becoming obsolete, and if they are to occupy a vital position in their provisions for meeting the needs of all youths who attend.

The secondary school principalship, although the first administrative position to emerge in the school

organization, has only recently come of age. Once considered to be important largely because it was the major vantage point for advancing to the superintendency, it is now a position of high status in its own right. The importance of the position to the education of youth can not easily be overestimated. The principal must, therefore, be well qualified for the tremendous responsibilities and challenges which are inherent in his office.¹

The administrators of our schools have found themselves in a job with many roles which must be filled as effectively as possible. They find themselves being evaluated as the key persons in the community and the preservers of most of the social, economic, and political heritage as well as innovations in American life as they determine when and at what level these are taught on the American educational ladder. Administrators have been made "guardians of schools" by the tremendous challenge given to education through legislation---for by legislation the American citizens have made universal education possible for all youths through high school years. America's education has become a big and important business, because her boys and girls are in the

¹Percy E. Burrup, Modern High School Administration (New York: Harper & Brothers, Publishers, 1962), p. 3.

classrooms. The high school, therefore, must provide youth with experiences which continuously increase the personal, social, and vocational competencies needed in our society.²

Today, forces acting upon secondary schools are accelerating the rate of expansion of their responsibilities and making their operation more complex.³ Hundreds of thousands of Americans all over the country are concerned about their schools, wondering what to do about them, seeking answers, hoping for guidance.⁴ American secondary schools are fulfilling an increasingly vital function in the life of the nation. In order that the responsibilities which go with this vital function may be met adequately, there is a need for as much knowledge as possible... about all the characteristics of the secondary school principalship.⁵ Larger operating units, closer and more direct

²Kimball Wiles and Franklin Patterson, The High School We Need (Washington, D. C.: NEA, 1959), p. 7.

³Lloyd E. McCleary and Stephen P. Heneley, Secondary School Administration (New York: Dodd, Mead & Company, 1965), p. 3.

⁴James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. XII.

⁵John K. Hemphill, James M. Richards, and Richard E. Paterson, Report of the Senior High School Principalship (Washington, D. C.: NASSP, 1965), p. 3.

relationships with other social agencies and with the school's patrons, as well as with other units of the school system, make administrative knowledge and skills imperative. At the same time, new knowledge and widespread appeals for excellence highlight the importance of secondary education.⁶

In the next two or three decades the secondary school administrator will face busy, exciting, and challenging tasks. In both large and small secondary schools the administrator will fulfill a professional leadership role that calls for dignity, perception, scholarship, decision, courage, and action. In view of this, anyone who aspires to an administrative position should be fully aware of the determination of the educational profession to improve and upgrade school administration.⁷

The administrative aspirant must be concerned with the several tasks in school administration stated thusly by Hagman:

In the practicalities of his job, the administrator, whether superintendent or principal or other officer of the schools, exercises a sevenfold leadership function composed of: (a) leadership in school organization, (b) leadership in the improvement

⁶McCleary, p. 3.

⁷Stanley W. Williams, Educational Administration In Secondary Schools (New York: Holt, Rinehart and Winston, 1964), p. 3.

of instruction, (c) leadership in personnel administration, (d) leadership in financial administration, (e) leadership in the administration of the physical plant, (f) leadership in special school services, and (g) leadership in the community.⁸

In view of the information discussed in the preceding paragraphs, evidence is seen of the need for competent and effective administrators. It is the writer's opinion that trained leaders or administrators can carry out the necessary functions very effectively provided that they were trained by instructors who used textbooks together with resources containing information which is of value to an administrator when he assumes his leadership role.

Evolution of the Problem

This problem was an outgrowth of the writer's experience of having taught in a large comprehensive high school, and a junior high school, and having been asked to serve as administrator at both schools in the absence of the principal. Upon finding himself in a situation which required decision-making, problem-solving for faculty members, and compilation of reports, this writer realized

⁸Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Company, Inc. 1951), p. 47.

the tremendous task of one who attempts to serve as administrator. Therefore, the writer felt it might be worthy to research the literature on school administration of high schools to determine commonalities or differences in the nature and scope of the various management duties and functions which inhere the administrator's job.

Contribution to Educational Knowledge

It is hoped that the information secured in this study will serve to indicate points of agreement and disagreement of emphasis placed by authors of educational administration textbooks in their efforts to provide future secondary school administrators with the basic knowledge which is needed to develop and/or maintain efficient and effective school administration

Statement of the Problem

The problem involved in this study was to analyze and interpret the basic concepts, theories, and philosophical points-of-departure which characterize the professional administrative process as described in ten educational administration textbooks of general use in the training of secondary school administrators.

Purpose of the Study

The major purpose of this study was to determine the

extent to which selected educational administration textbooks, used in training secondary school administrators, emphasize concepts and theories that are basic to the training of specialized educational administrators. More specifically, the purposes of the study were to achieve the following:

1. Identify the major principles and theories that are basic to the training of secondary school administrators as treated in the ten selected texts.
2. Identify the basic areas of administrative concepts which are vital to the training of secondary school administrators.
3. Determine, if possible, the extent to which the basic concepts, principles, and theories provide a latitude of opportunity, for the training of secondary school administrators.
4. Analyze and interpret the content material of ten professional books used in the training of secondary school administrators.
5. Formulate, analyze, interpret and report the findings.
6. Set forth warranted conclusions, implications, and recommendations.

Limitations of Study

This study was limited to the use of ten selected and widely used educational administration textbooks that are used to train secondary school administrators in Georgia.

Definition of Terms

Significant terms used in this study are thusly defined:

1. Content analysis - a research technique for the objective, systematic, and quantitative description of the manifest content of communication.⁹
2. Humanitarian principles - guidelines dealing with the public sense of the right in relationship between persons.
3. Prudential principles - guidelines dealing with the public sense of the practical.
4. Tempo principles - guidelines dealing with impacts of constant changing values, needs, and insight.
5. Educational Administrator - any person who administers, directs, manages, executes or dispenses the duties of a school or school system.

Locale and Period of Study

This study was conducted at the School of Education, Atlanta University, Atlanta, Georgia, during the summer, 1968.

Method of Research

The Descriptive-Survey Method of research, using

⁹Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: The Free Press Publishers, 1952), p. 18.

the technique of content analysis, was used to gather the requisite data.

Description of the Subjects and Instruments

The materials and instruments used in this study were:

1. Ten approved textbooks on educational administration used in training secondary school administrators.
2. A checklist designed to identify the concepts and/or theories which are treated in each book.
3. A rating scale designed to determine the degree of emphasis placed on each concept and or theory.

Procedural Steps

The procedural steps used in conducting this study were as follows:

1. A thorough review of the most recent literature that is pertinent to the study was conducted by the writer.
2. Ten books were selected and approved by the educational administration adviser.
3. The ten books on school administration were read with an analysis being made of the amount of emphasis placed on the content material in each.
4. The data were organized and classified in relation to the degree and extent to which the concepts and/or theories were included or not included in the textbooks, separately and as a group.

5. The findings, conclusions, implications, and recommendations were incorporated into the final thesis.

Survey of Related Literature

A survey of pertinent literature to the problem of this study revealed that research using the content analysis technique has been increasingly used in recent decades in the field of educational administration. "Content Analysis techniques have been refined and applied more and more in recent years. In fact, the output of content analysis studies has sharply increased in every five-year interval over the past thirty years,"¹⁰ according to Berelson.

Berelson states further that, "content analysis was first used by students of journalism (and later by sociologists) to study the content of American newspapers."¹¹ Also during this period, "content analysis studies were done in the field of literature, with the analysis of various stylistic features in English poetry and prose."¹²

The following gives broad headings in outline form of the uses of content analysis:

¹⁰Ibid., p. 27.

¹¹Ibid., p. 22.

¹²Ibid., p. 22.

- I. Characteristics of Content
 - A. Trends
 - B. Development of scholarship
 - C. International comparisons
 - D. Media and "level" comparisons
- II. Characteristics of the Communicator
 - A. Environment
 - B. Position
 - C. Personality
 - D. Intention or motives
- III. Characteristics of the Communication
 - A. Media
 - B. Sign-vehical content
- IV. Characteristics of the Audience
 - A. Reaction (applause - voting behavior)
 - B. Personality
 - C. Position (Social structure)
 - D. Environment (political, movie, et cetra)
- V. Form
 - A. Propaganda technique
 - B. Readability
 - C. Style
- VI. Producers of Content
 - A. Intention
 - B. Psychological states
 - C. Detection
 - D. Intelligence
- VII. Audience of Content
- VIII. Effects of Content
 - A. Attention
 - B. Attitudinal and behavioral responses¹³

¹³Ibid., p. 29.

Berelson also states three general assumptions which are basic to content analysis. They are as follows:

1. Content analysis is often done to reveal the purposes, motives, and other characteristics of the communicators as they are (presumably) reflected in the content, or to identify the (presumable) effects of the content upon the attention, attitudes, or acts of readers and listeners.
2. It is assured that there is a common meeting ground between communicator and audience, that is; the content analyst assumes that the 'meanings' which he ascribes to the content, by assigning it to certain categories, corresponds to the 'meanings' intended by the communicator and/or understood by the audience.
3. Content analysis assumes that the quantitative descriptions of communications content is meaningful..., that the frequency of occurrence of various characteristics of the content is itself an important factor in the communications process, under specific conditions.¹⁴

Content analysis may be approached from a quantitative or qualitative viewpoint. Most writers have made qualification a component of their definition of content analysis. In effect, they have excluded the qualitative approach as being something other than content analysis. Quantitative content is, in the first instance, a statistical technique for obtaining descriptive data on content variables. Its value in this respect is that it offers the

¹⁴Ibid., pp. 18-19.

possibility of obtaining more precise, objective, and reliable observations about the frequency with which given content characteristics occur either singly or in conjunction with one another. In other words, the quantitative approach substitutes controlled observation and systematic counting for impressionistic ways of observing frequencies of occurrence.¹⁵

The term qualitative analysis may best be described as:

1. Preliminary reading of communication materials for purposes of hypothesis formation and the discovery of new relationships.
2. An impressionistic procedure for making observations about content characteristics.
3. Dichotomous attributes (i.e., attributes which can be predicted only as belonging or not belonging or not belonging to an object).
4. A 'flexible' procedure for making content-descriptive observations, or 'coding' judgments as against:
 - a) systematic content analysis for purposes of testing hypotheses,
 - b) a systematic procedure for obtaining precise, objective, and reliable data,

¹⁵ Ithiel de Sols Pool, Trends in Content Analysis (Urbana, Illinois: University of Illinois Press, 1959), p. 189.

- c) attributes which permit exact measurement (i. e., the true quantitative variable) or rank ordering (i.e., the serial),
- d) a 'rigid' procedure for doing the same.¹⁶

In the Atlanta University Center, numerous studies have been conducted using the technique of content analysis. The following content studies were revised by this writer:

1. "A Content Analysis of 13 Seventh Grade English Textbooks."¹⁷
2. "A Content Analysis Study of Articles Dealing with Book Fairs and Indexed in Library Literature."¹⁸
3. "A Treatment of the Negro in History Books."¹⁹
4. "A Content Analysis of Three Educational Journals."²⁰

¹⁶Ibid., pp. 8-9.

¹⁷Lillian Adkins, "A Content Analysis of Seventh Grade English Textbooks" (Unpublished Master's thesis, School of Education, Atlanta University, 1966).

¹⁸Mohammad R. Hussein, "A Content Analysis Study of Articles Dealing with Book Fairs and Indexed in Library Literature" (Unpublished Master's thesis, School of Library Service, Atlanta University, 1962).

¹⁹Sylvia Cook, "A Treatment of the Negro in History Books" (Unpublished Master's thesis, School of Education, Atlanta University, 1964).

²⁰Margaret A. Jacobs, "Content Analysis of Three Educational Journals" (Unpublished Master's thesis, School of Education, Atlanta University, 1962).

5. "Content Analysis of Fifth Grade Social Studies Textbooks."²¹
6. "Treatment of Africa and the Africans in Georgia Public School Textbooks."²²
7. "A Content Analysis of Ten Educational Administration Textbooks."²³

Adkins made a study to analyze, according to certain criteria, some selected textbooks for the teaching of the English language at the seventh grade level, and to determine the extent to which these books emphasized basic language skills and activities considered fundamental to effective communication. From the comparison of the findings with certain criteria enumerated in the content of the thesis, it was concluded that the authors and publishers appeared to have been in agreement as to what should or should not be included in the seventh grade English textbooks.²⁴

²¹Maurice W. Haynes, "Content Analysis of Fifth Grade Social Studies Textbooks." (Unpublished Master's thesis, School of Education, Atlanta University, 1963).

²²Sunday I. Nwokorie, "Treatment of Africa and the Africans in Georgia Public School Textbooks" (Unpublished Master's thesis, School of Education, Atlanta University 1962).

²³Jimmie E. Harris, "A Content Analysis of Ten Educational Administration Textbooks" (Unpublished Master's thesis, School of Education, Atlanta University, 1964).

²⁴Adkins, op. cit.

Hussein's approach to his study of articles dealing with book fairs and indexed in library literature was geared toward the distribution of the articles according to:

1. The year of their publication.
2. The subject content of the 51 articles.
3. By profession of the author.
4. By type of periodical used in book fairs.²⁵

Cook's study of the treatment given the Negro in history books in terms of pagination, pictorial representation, comprehension and biases in the history and growth of America revealed the following:

1. That historians who authored these textbooks were without a sound knowledge of the contributory role played by the Negro during the period of the American Revolution.
2. They treated the Negro in stereotypes of justification and romanticization of the institution of slavery as a beneficial state for Negroes.
3. Their reports failed to give an objective, fair and comprehensive story of the Negro in accounts dealing with their part in both Confederate and Union armies as well as in the homes on the plantations of their masters, while away at war fighting to keep him in chains.
4. Authors have ignored and played down the

²⁵ Hussein, op. cit.

Negroes' role in and contribution to the American cultural advance during the past one-hundred years.²⁶

Jacobs made an analytical and comparative study of the range, variety, and quality of the subjects treated, and format of three educational journals. Through the utilization of the content analysis technique, the researcher was able to gather and analyze data in the following areas:

1. Format and typography.
2. Regular features.
3. Special features.
4. Topical Content of the 48 subjects listed.²⁷

In the analysis of fifth grade social studies textbooks, Haynes was concerned with the problem of determining to what extent social studies texts emphasized basic uniform activities and concepts which lead to competent living in a democratic society. A questionnaire checklist using the concepts of democratic living was developed. The content was identified and evaluated by use of the check list and rated according to the emphasis placed on concepts, and Haynes was able to determine the degree of emphasis placed on the concepts in the 21 social studies textbooks.²⁸

²⁶Cook, op. cit.

²⁷Jacobs, op. cit.

²⁸Haynes, op. cit.

Nwokorie studied the treatment of Africa and the African in Georgia public school textbooks. He was able to obtain valuable information on the manner which authors and publishers treat the African in his country.²⁹

In making a study to determine the extent to which educational administration textbooks emphasize concepts and theories basic to the training of specialized educational administrators, Harris concluded that most of the selected textbooks treated the same areas, and there appeared to be an agreement on the crucial ones. The concepts, principles and theories found in the textbooks provided a wide latitude of opportunity for the training of administrators.³⁰

Summary of Related Literature

The review of related literature made distinct contributions to the writer of this study. The literature revealed that the technique of content analysis has grown very rapidly in recent years, and that content analysis applies mostly to the characteristics of content, form, producers of content, audience of content and effect of content. The literature also revealed that the technique of

²⁹Nwokorie, op. cit.

³⁰Harris, op. cit.

content analysis may be approached from a quantitative or qualitative viewpoint, but that most writers have excluded the qualitative approach as being something other than content analysis. Quantitative content is valuable as a statistical technique for obtaining descriptive data on content variables in that it offers the possibility of obtaining more precise, objective, and reliable observation about the frequency with which given content characteristics occur either singly or in conjunction with one another.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction

The secondary school is a vital element in contemporary American life. It touches the lives of substantially all Americans, either directly or indirectly. Those who attend high school receive direct benefits in instruction... as well as a list of services. Within the community, government, health practices, recreation, and other aspects of the culture are influenced by the high school program.¹ Its organization and administration is perhaps one of the most important educational needs of our times. The writer believes that the educational program of the secondary school years should result in young people who have:

1. A sense of self-realization shown through a command of the fundamental tools of learning, an inquiring mind, desirable health habits and suitable leisure time interests.

¹Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1960), p. 3.

2. A genuine concern with the problem of getting along with other people.
3. An awareness of the objectives of economic efficiency with a knowledge of the requirements and opportunities in various types of work.
4. A respect for differences of opinion, understanding the processes of a democratic society.
5. A genuine regard for proper use of the nation's resources.
6. Appreciation of the disparities of human circumstances as well as of methods for contributing for the general welfare.

The need for the well trained administrator is at its highest peak today because of the complexity of the organization of our school system. He must be aware of the many tasks to which the educational administrators must devote their time. This awareness is the challenge of the colleges and universities who are faced with the task of training these persons for administrative positions. They must make some attempt to reach all of the important facets to which educational administrators must devote their time.

The major purpose of this study was to determine the extent to which selected educational administration textbooks, used in training educational administrators, emphasize concepts and theories that are basic to the training of specialized (Secondary School) educational administrators.

Specifically, the organization, presentation and

analysis of the data pertinent to this research are presented in this chapter, organized as follows:

- a) the operational steps in securing the data,
- b) the identification and organization of the data,
- c) the discussion of the content of each textbook,
- d) the tabular data showing the amount of emphasis placed on each concept or theory.

Operational Steps Used in Securing the Data

Since various studies and experts in the field of educational administration indicate that concepts and theories basic to good school administration are important and should be emphasized, it is essential to know to what extent the textbooks are helping to meet this responsibility. The following steps were used to elicit this information:

1. Ten educational administration textbooks were selected from the state approved list.
2. Administrative concepts and theories were selected and assigned an alphabet for identification.
3. A questionnaire---checklist was designed in two parts;
 - a) concepts or areas
 - b) theories or principles, to gather data necessary for the study.

4. The construction of a rating scale to show the amount of emphasis placed on each concept or theory.
5. The examination of each textbook, using the questionnaire checklist as criteria and guide.

Identification and Organization of Materials

Ten textbooks were selected and used in this study. The ten textbooks were selected from the state approved list of textbooks adopted by the Georgia State Board of Education. These ten textbooks were located in the Trevor Arnett Library of Atlanta University. The textbooks were read and grouped according to their basic content. Two groups were formed:

- a) those that dealt with concepts
- b) those that dealt with theories or principles of educational administration.

The textbooks were assigned a Roman Numeral and retained this identifying number throughout the study.

The Selected Textbooks

Group I - Concepts or Areas

- I. Bent, Rudyard K. and McCann, Lloyd E. Administration of Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1960).
- II. Burrup, Percy E. Modern High School Administration (New York: Harper & Brothers, Publishers, 1962).

- III. Douglass, Harl R. Modern Administration of Secondary Schools (New York: Blaisdell Publishing Company, 1964).
- IV. Elicker, Paul E. The Administration of Junior and Senior High Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964).
- V. Lawson, Douglas E. School Administration Procedures and Policies (New York: Odessey Press, 1953).
- VI. Stoops, Emory and Rafferty, M. L., Jr. Practices and Trends in School Administration (Boston: Ginn and Co., 1961).
- VII. Williams, Stanley W. Educational Administration In Secondary Schools (New York: Holt, Rinehart and Winston, 1964).

Group II - Theories and Principles

- VIII. Carzo, Rocco, Jr. and Yanouzas, John N. Formal Organization (Homewood, Illinois: Richard D. Irwin, Inc., and The Dorsey Press, 1967).
- IX. Hack, Walter G., Ramseyer, John A., Gephart, William J., and Heck, James B. Educational Administration: Selected Readings (Boston: Allyn and Bacon, Inc., 1965).
- X. Sears, Jesse B. The Nature of the Administrative Process (New York: McGraw-Hill Book Co., Inc., 1950).

The questionnaire---checklist used in this study was constructed with items pertaining to the competence, functions and duties considered significant in the opinions of authorities and/or accepted criteria in the area of educational administration. In addition, the questionnaire---checklist was designed to identify the degree of emphasis

placed upon these concepts or theories of the administrative function as was to be found in textbooks used as materials for this research. The questionnaire---checklist was divided into two parts:

1. the concepts or areas,
2. the theories or principles.

It was realized that many of these concepts could be further sub-divided, but every effort was made in this research to include as many sub-areas as possible, and treat them, if they were at all related to the listed concepts. Another point realized was that some of these concepts overlapped in areas of classification; when this occurred, the concept was classified as being included in the textbook.

The concepts and theories were arranged and assigned alphabets for identification purposes. These were retained throughout the research. These concepts/theories are listed below:

Group I

General Concepts or Areas of School Administration

- A. The school plant
- B. The curriculum
- C. The staff of the school
- D. The schedule
- E. The guidance and counseling program
- F. Student organizations

- G. School discipline
- H. The instructional program
- I. Pupil personnel accounting
- J. School business procedures
- K. The auxiliary activities
- L. Public relations program
- M. The principalship
- N. Evaluation program²

Group II

Theories and Principles of the Administrative Process

- A. Orientation - background
- B. Humanitarian principles
- C. Prudence principles
- D. Tempo principles
- E. Purpose principles and public provisions
- F. Administrative process
- G. Nature and use of certain forces
- H. Subject matter of public school administration³

There were four categories determined upon which to be used to indicate the level or degree of emphasis placed

²Harris, op. cit., p. 19.

³Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crafts, Inc., 1959), pp. 48-49.

on the conceptualizations treated in the textbooks. Of the four categories of emphasis deemed to be appropriate for this study, the following were used:

Excellent or 1 - - - - -	Highest in rank (the concept was thought to be very apparent or obviously emphasized in the textbook).
Good or 2 - - - - -	Second in rank (the concept was less apparently emphasized).
Fair or 3 - - - - -	Third in rank (the concept was included but not emphasized).
Absent or 4 - - - - -	Lowest in rank (the concept was not included or mentioned in passing and inadequately treated). ⁴

Each book was rated according to the degree of emphasis placed on each concept or theory. The totals were taken from the table for each book, divided by 14 (total concepts) or 8 (total theories or principles) to get a numerical rating. The rating for each textbook is presented in the tabular data of this chapter.

Reliability of the Data

The basic criteria of reliability for this research are:

⁴Haynes, op. cit., p. 27.

- a) the representativeness of the sources (authorities and materials),
- b) the objectivity and accuracy manifested in interpreting and reporting the data.

Discussion of the Content of Each Textbook

In the sections to follow is a general discussion of the content material of each of the ten selected educational administration textbooks.

This section of the research presents the data on the general concepts or areas of school administration in the seven textbooks in Group I.

Textbook I, Administration of Secondary Schools, covered five major topics:

- a) the setting for leadership in secondary schools
- b) organizing the staff for leadership
- c) implementing the school program
- d) servicing the school program
- e) the management of business affairs.

Within the confines of this textbook all of the concepts listed on the questionnaire---checklist were treated. The highest number of pages, 52 or 14.6 per cent treated student organizations. Curriculum carried 42 pages or 11.8 per cent of space allotted in the textbook. School staff and business procedures carried 38 pages or 10.7 per cent of the

allotted textbook space. Auxiliary activities carried 21 pages or 5.9 per cent of the allotted textbook space. The other concepts treated were:

1. Pupil personnel accounting, 20 pages or 5.6 per cent of allotted space.
2. School discipline, 16 pages or 4.5 per cent of allotted space.
3. The schedule, 14 pages or 3.9 per cent of allotted textbook space.
4. The principalship, 12 pages or 3.4 per cent of allotted textbook space.
5. School plant and the guidance and counseling program, 9 pages or 2.5 per cent of allotted textbook space.
6. Instructional program, 7 pages or 1.9 per cent of allotted textbook space.
7. Evaluation, 4 pages or 1.1 per cent of allotted textbook space.
8. Public relations program, 2 pages or .5 per cent of the allotted textbook space.

This book rated "good" and ranked number five on the quantitative rating scale. In eighteen chapters, the authors of this volume have attempted to describe an administration that is congruous with the concept of democratic leadership. Many of the practices described are to be considered as goals, but most of them are feasible, practicable ways in which principals and teachers may work together to achieve common purposes.⁵

⁵Bent and McCann, op. cit., p. xi.

Textbook II, Modern High School Administration, covered six major topics:

1. The importance of the secondary school principalship.
2. The principal and the educational program.
3. The principal and personnel administration.
4. The principal and management responsibilities.
5. Planning and appraising the school programs.
6. The principal, the profession, and the future.

This textbook treated, to some degree, all but one of the concepts listed on the questionnaire---checklist. The school staff was considered on 48 pages or 11.1 per cent of the textbook space. Student organizations and instructional programs each received 36 pages or 8.4 per cent of the allotted textbook space. The other concepts treated were:

1. The guidance and counseling program.
2. Curriculum
3. The public relations program.
4. The evaluation program.
5. Business procedures.
6. The principalship.
7. The school plant.
8. The auxiliary activities.

9. School discipline.

10. The schedule.

Pupil personnel accounting was not discussed. This textbook received a rating of "good" and ranked fourth among the seven textbooks selected for conceptual study.

The last chapter in this textbook focused attention on administering the high school of the future. This challenged the researcher to a very strong decision that this author was looking to the future and the ever changing trends of education. The researcher feels that this should be evident in the considerations of every educational administrator.

Textbook III, Modern Administration of Secondary Schools, considered twenty-five chapters relating to major policies, principals, and procedures by which good administrative practice is governed and made functional. It gave some consideration to all of the concepts listed on the questionnaire---checklist. Emphases were placed on the school staff, the curriculum, and the student organizations in that 71 pages or 11.1 per cent, 63 pages of 9.9 per cent, and 62 pages or 9.7 per cent respectively, of the book space emphasized these concepts. Textbook space was allotted the other concepts on the questionnaire---checklist thusly:

1. The guidance and counseling program 58 pages or 9.1 per cent.

2. The public relations program, 35 pages or 5.5 per cent.
3. The principalship, 33 pages or 5.2 per cent.
4. The school plant 30 pages or 4.7 per cent.
5. Pupil personnel accounting 29 pages or 4.6 per cent.
6. The schedule and school discipline, each 25 pages or 3.9 per cent.
7. The auxiliary activities, 24 pages or 3.8 per cent.
8. Business procedures, 22 pages or 3.5 per cent.
9. The instructional program, 18 pages or 2.8 per cent.
10. The evaluation program, 17 pages or 2.7 per cent.

It is the opinion of the author that in recent years the problems for and changes in high school administration have been significant, particularly since adjustment has had to be made to such new ideas as utilization of teachers in team teaching, increased use of television and other audio-visual equipment and materials, and marked development in health and counseling services and community relationships.

This textbook was rated as "excellent" and ranked first among the seven books.

Textbook IV, The Administration of Junior and Senior High School, treated to some degree, eleven of the fourteen

concepts. Student organizations were considered on 56 pages or 20.7 per cent of the textbook space. The auxiliary activities carried 45 pages or 17 per cent of the allotted textbook space. The other concepts treated were:

1. The school plant.
2. The curriculum.
3. The staff of the school.
4. The guidance and counseling program.
5. The schedule.
6. School discipline.
7. The instructional program.
8. The public relations program.
9. The principalship.

Pupil personnel accounting, school business procedures and the evaluation program were not discussed.

The author of this textbook discussed thirteen major areas in an effort to present a useful guide for the beginning of the school year, to assure the school community a good start and to help principals and responsible administrators meet effectively the issues that are present in varying degrees in every school and community.

This textbook was rated as "good" and received an overall rank of 6.5.

Textbook V, School Administration Procedures and Policies, covered twelve major topics:

1. The administration of school community relations.
2. Relationships with the board of education.
3. Administration of professional growth and relationships.
4. Administration and supervisory techniques.
5. Administration of equipment and supplies.
6. Administration of finance.
7. Administration of buildings and grounds.
8. Administration of guidance.
9. Administration of office functions.
10. Administering the program os special activities.
11. Administering the curriculum.
12. Policies and principles of administration.

Treated in this book were each of the fourteen concepts listed on the questionnaire---checklist. It placed major emphasis on the principalship, the school plant, the curriculum, the guidance and counseling program, the public relations program, student organizations and auxiliary activities. This textbook received a rating of "excellent." It ranked third among the seven books studied conceptually.

This textbook presents the inexperienced administrator, a statement of major policies, principles, and procedures by which good administrative practice is governed and made functional. For the administrator who seeks

solutions for the immediate problems of administration, the attempt is made to present workable arrangements and procedures that are consistent with sound administrative practice and professional objectives.

Textbook VI, Practices and Trends in School Administration, treated eleven of the fourteen concepts. It gave major consideration to the school business procedures, the school staff and the school plant. These three concepts were treated on 128, 111, and 47 pages, respectively. Actually, these three concepts constituted 286 pages, or 51.2 per cent of the content in this book. It treated all other concepts, to some degree, except the schedule, pupil personnel accounting and school discipline.

This textbook was written to help students and on-the-job practitioners in school administration to exert leadership in line with emerging trends. The authors set forth policies and procedures for:

1. Sound business management.
2. Personnel administration.
3. Community cooperation as a means of continuously improving instruction.

These are most significant if the goal of administration is the furtherance of pupil welfare through better classroom learning.

This textbook received a rating of "good". It

ranked 6.5 among the seven books in this group.

Textbook VII, Educational Administration In Secondary Schools, consisted of five major sections. The first section is concerned primarily with basic principles and emerging concepts relating to the organization and administration of secondary education, the second part presents the broad task confronting the secondary school administrator as he organizes the instructional program of the school, and part three devotes itself to the physical facilities and student services so essential to a strong educational program. Part four surveys the responsibilities of the secondary school administrator as he organizes and administers the student record and business management programs. Lastly, part five focuses on the challenges confronting the administrator and the secondary school in the areas of school community relations, evaluation programs, and the future of secondary school administration. The author of this textbook believes that the school administrator must demonstrate wisdom and skill as he considers the task of the secondary school, the forces confronting it, and its challenges, requirements, problems, and achievements. More specifically, he believes this to be of great value and benefit to practicing administrators.

Of the concepts being analyzed, 13 of the concepts listed on the questionnaire---checklist were treated to some

degree. The school curriculum received better treatment than any other concept in that 41 pages or 7.7 per cent received attention. The school plant, the school staff, the schedule, the guidance and counseling program, the student organizations, school discipline, the instructional program, pupil personnel accounting, school business procedures, the public relations program, the principalship, and the evaluation program were adequately discussed. The auxiliary activities were not treated in the textbook. This textbook was rated "excellent" and ranked second among the other seven.

This section of the research presents the data on the theories and/or principles of the administrative process in the three textbooks in Group II.

Textbook I, Group II, Formal Organization, was placed in a group separate from the other textbooks because of the nature of its philosophical point of departure. Its main objective was to contribute to wiser and more effective school administration by identifying a series of common-sense principles. Of its 581 pages, 40 pages or 6.8 per cent dealt with the orientation of values systems with administration. Apart from the introduction, this section discussed social order and attempted to answer the question, "why organize?"

Also in this textbook, 120 pages or 20.3 per cent dealt with the humanitarian principles. These four principles which may be referred to as the four common-sense

principles are a unique series of considerations without which any overall treatment of school administration will fall short of the mark. A common thread that ties the humanitarian principles together is regard for the individual. The prudence principles were dealt with on 175 pages of 29.6 per cent of the total space. These seven principles serve as guidelines embodying thoughts of preparedness and caution, applied to the selection of arrangements, acts, things and persons. The tempo principles consumed 67 pages or 11.3 per cent of the space in this textbook. In another division of the textbook 61 pages or 10.3 per cent dealt with the administrative process---the nature and use of certain forces essential to the administrative process. The authors of this textbook attempt to find a more fundamental basis for the criticism and improvement of administrative practice. They also suggest that they do not propose a new theory but recommend an approach to the subject ---the systems approach. In this approach, the formal organization is treated as an open system, that is, as a set of interdependent elements which act to achieve certain goals and to maintain an orderly state of affairs in exchanges with the environment. More specifically, the authors hope that through the systems approach, it is hoped that the administrator will develop an understanding of human behavior in formal organization and develop skills in

making decisions about practical problems of organizational design.

Textbook II, Group II, Educational Administration Selected Readings, was placed in this group because of the nature of its content. This textbook has a philosophical point of departure which centers around seven main headings:

1. Educational administration: a philosophical base.
2. Educational administration, theory.
3. Educational administration, the setting.
4. Educational administration, the man.
5. Educational administration, the job.
6. Educational administration, organization.
7. Educational administration, the process.

The seven areas present a ready supply of materials for pertinent readings in seven areas of concern in educational administration, and serve as starting points for thinking rather than as capstones or summaries of the major work done in each area.

Treated under the seven divisions of the overall treatment were twenty-seven readings. On the total of 386 pages, 15 pages or 3.9 per cent dealt with orientation-back - ground, 65 pages or 16.8 per cent dealt with humanitarian principles, 47 pages or 12.2 per cent covered prudence principles, and 37 pages or 9.6 per cent covered tempo principles. Other areas covering the allotted book space were:

1. Purposes, principles, and public provisions covering 36 pages or 9.3 per cent.
2. The administrative process covering 55 pages or 14.2 per cent.
3. Nature and use of certain forces covering 30 pages or 7.8 per cent of the textbook space.

Textbook III, Group II, The Nature of the Administrative Process, also differed in nature of its content.

This textbook centers around three main headings:

1. An analysis of the administrative process.
2. The nature and use of certain forces in administrative procedures.
3. Subject matter of public school administration.

The first area analyzes the administrative process at a close range in that it discusses the basic areas of planning, organizing, directing, coordinating, and controlling the administrative process. Part II dealt with the forces used, together with some of the ways in which these forces may be employed or applied for emerging or shaping the administrative process. Part III suggested or gave consideration as to how this process could be done. Of the eight theories or philosophical points of departure, four received adequate treatment. The administrative process was treated on 244 pages or 39 per cent of the content dealt with this subject. The nature and use of certain forces essential to the administrative process were allotted 105 or 31 per cent of

the content.

The subject of school administration constituted 128 pages or 21 per cent of the textbook space. The author of this textbook attempts to find a more fundamental basis for the criticism and improvement of administrative practice. He also suggests the need for a sounder and more widely understood underlying philosophy as well as a more comprehensive and thorough analysis and interpretation of the facts of practice if basic principles are to be devoted and distinguished from the tricks of the trade.

Introduction to the Presentation of the Tabular Data

The quantitative data on the content---analysis of the conceptual and philosophical frame-of-reference of the educational administration textbooks have been organized in a series of six tables. They are as follows:

- A. Table 1, page 44, shows the number and per cent of pages treated for the respective concepts listed on the questionnaire---checklist; it also shows the number of pages that each concept was allotted in each textbook, the average number of pages per concept as treated in the textbooks in group I. This data further reveal the rank of each concept in terms of the overall emphasis that it received.
- B. Table 2, page 47, indicates the rating each book received in terms of the emphasis it placed on the respective concepts.

- C. Table 3, visualizes the number and per cent of pages treated or not treated for the respective theories or principles listed on the questionnaire---checklist.
- D. Table 4, indicates the rating each textbook in group II received according to the emphasis it placed on each theory or principle.
- E. Table 5, gives a quantitative interpretation of each textbook used in the research, in terms of total weight and average weight. It further indicates whether the overall rating was either excellent, good or fair. This also indicates how the books ranked with each other.
- F. Table 6, simply indicates the number and per cent of concepts and theories treated in each textbook. It also indicates how each book ranked with the others in terms of the concept percentage. The discussion of these tables is found under the following headings:
 - 1) Concepts of educational administration.
 - 2) Theories and principles of the administrative process.
 - 3) An analysis of the concepts or areas as treated in the textbooks.

Concepts of Educational Administration

The tabulation in Table 1, page 44, indicates that Textbook I treated fourteen or 100 per cent of the concepts listed on the questionnaire---checklist. It devoted the largest number of pages to the student organizations.

This publication discussed, to some degree, the school plant, the curriculum, the school staff, the schedule, the guidance and counseling program, school discipline, the instructional program, pupil personnel accounting, business procedures, the auxiliary activities, the public relations program, the principalship, and the evaluation program. Of the 336 pages in this publication, 284 or 79.8 per cent treated the fourteen listed concepts.

Textbook II, considered 13 or 93 per cent of the selected concepts. It gave most consideration to the school staff. It treated twelve other concepts to a degree of adequacy, with the exception of pupil personnel accounting.

Textbook III, considered all fourteen of the listed concepts. It placed emphasis on the school staff, the curriculum, and student organizations. This textbook devoted 512 of its 636 pages to the selected concepts.

Textbook IV, considered eleven or 79 per cent of the concepts considered to be basic to educational administration. These eleven concepts constituted 238 pages or 88.1 per cent of the book space. This author gave most consideration to student organization and the auxiliary activities. Not treated by this author were:

TABLE 1

RATINGS AS OBTAINED TO THE NUMBER OF PAGES USED IN TREATING CONCEPTS IN GROUP I TEXTBOOKS

Concepts or Area	Bent & McCann		Burrup, P. E.		Douglass, H. R.		Elicker, P. E.		Lawson, D. E.		Stoops & Rafferty		Williams, S. W.		Average	Rank
	I		II		III		IV		V		VI		VII			
	356 pp.		431 pp.		636 pp.		270 pp.		405 pp.		558 pp.		556 pp.			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
The school plant	9	2.5	22	5.1	30	4.7	10	3.7	44	10.9	47	8.4	27	5.1	27	6
The curriculum	42	11.8	25	5.8	63	9.9	6	2.2	46	11.4	6	1.0	41	7.7	32.7	4
The school staff	38	10.7	48	11.1	71	11.1	12	4.4	25	6.2	111	36.6	32	6.1	48.1	1
The guidance and counseling program	9	2.5	26	6.0	58	9.1	16	5.9	40	9.9	3	.5	28	5.5	25.7	7
Student organizations	52	14.6	36	8.4	62	9.7	56	20.7	29	7.2	4	.7	35	6.6	39.1	2
School discipline	16	4.5	5	1.2	25	3.9	5	1.8	5	1.2	0	0	23	4.3	11.3	13
Instructional program	7	1.9	36	8.4	18	2.8	21	7.8	9	2.2	19	3.4	32	6.1	20.3	10
Pupil personnel accounting	20	5.6	0	0	29	4.6	0	0	6	1.5	0	0	4	.8	8.4	14
Business procedures	38	10.7	20	4.6	22	3.5	0	0	20	4.9	128	22.7	19	3.6	35.3	3
The auxiliary activities	21	5.9	10	2.3	24	3.8	45	16.5	29	7.2	34	6.1	0	0	23.3	8
Public relations program	2	.5	25	5.8	35	5.5	15	5.6	34	8.4	22	3.9	24	4.6	22.4	9
The principalship	12	3.4	20	4.6	33	5.2	24	8.9	89	21.9	14	2.5	19	3.6	30.1	5
Schedule	14	3.9	5	1.2	25	3.9	28	10.4	12	2.9	0	0	30	5.7	16.3	11
Evaluation	4	1.1	25	5.8	17	2.7	0	0	7	1.7	20	3.6	21	3.9	13.4	12
TOTAL	284	79.8	303	70.3	512	80.5	238	88.1	395	97.5	408	73.1	335	63.3		
AVERAGE	20.3	5.7	21.6	5.0	36.6	5.8	17	6.3	28	7.0	29.1	5.2	23.9	4.5		

- a) pupil personnel accounting
- b) business procedures
- c) the evaluation program.

Textbook V, treated each of the concepts on the questionnaire---checklist. It emphasized the principalship, the guidance and counseling program, the public relations program, student organizations, and auxiliary activities. It gave adequate consideration to all of the other concepts on the questionnaire---checklist. This textbook contributed 97.5 per cent of its content to the selected concepts.

A summary of the data shown on Table 2 shows the following conceptual treatment by the Group I Textbooks as a group:

The school plant rated excellent in textbooks III, V and VII. It rated good in textbooks II, and fair in textbooks I and IV.

The curriculum rated excellent in textbooks I, II, III, IV, and VII, and was mentioned slightly in textbooks V and VI.

The school staff rated excellent in six of the seven textbooks, number IV being the exception, with a rating of good.

The schedule rated excellent in textbooks III, IV, and VII, good in textbooks I, and V, was slightly mentioned in textbook VI.

The guidance and counseling program rated excellent in textbooks II, III, V, and VII. It was rated good in textbook IV, fair in textbook I, and was slightly mentioned in textbook VI.

Student organization rated excellent in six of the seven textbooks, number VI being the exception, mentioning the concept slightly.

School discipline rated excellent in textbooks III and VII. This concept rated good in textbook I, was mentioned in passing in textbooks II, IV, and V, and was not mentioned in textbook VI.

The instructional program rated excellent in textbooks II and VII, good in textbooks III, IV and VI, and fair in textbooks I and V.

Pupil personnel accounting rated excellent in textbook III and good in textbook I. This concept was slightly mentioned in textbooks V and VII, and was not mentioned at all in textbooks II, IV, and VI.

The school business procedures rated excellent in textbooks I and VI, good in textbooks II, III, V, and VII, and was not mentioned in textbook IV.

The auxiliary activities rated excellent in textbooks IV, V, and VI, good in textbooks I and III, fair in textbook II, and was not mentioned in textbook VII.

The public relations program rated excellent in textbooks II, III, V, and VII, good in textbooks IV and VI and was slightly mentioned in textbook VII.

The principalship rated excellent in textbooks III and V, good in textbooks II, IV, and VII, and fair in textbooks I and VI.

The evaluation program rated excellent in textbook II, good in textbooks III, VI, and VII, was slightly mentioned in textbook I, and was not mentioned in textbook IV.

Table 2 shows a numerical rating for each concept treated in each of the textbooks. Numbers 1, 2, 3, or 4 indicate whether the concept was considered to be treated excellent, good, fair, absent or mentioned in passing. This data indicate that Textbook III emphasized to a better degree all of the concepts and, consequently, rated highest.

TABLE 2

RATINGS AS RELATED TO THE CONTAINING OF CONCEPTS IN GROUP I TEXTBOOKS

Concept Area	TEXTBOOKS						
	I	II	III	IV	V	VI	VII
	Bent & McCann. <u>Adm. of Secondary Schools</u>	Burrupe, Percy. <u>Mod. High School Adm.</u>	Douglass, Harl. <u>Mod. Adm. of Secondary Schools</u>	Elicker, Paul E. <u>The Adm. of Jr. & Sr. High Schools</u>	Lawson, D. E. <u>School Adm. Procedures & Policies</u>	Stoop & Rafferty. <u>Practices & Trends in School Adm</u>	Williams, S. <u>Educational Adm. in Secondary Schools</u>
The school plant	3	2	1	3	1	1	1
The curriculum	1	1	1	4	1	4	1
The staff of the school	1	1	1	3	1	1	1
The schedule	3	4	1	1	3	4	1
Guidance & Counseling program	3	1	1	2	1	4	1
Student organizations	1	1	1	1	1	4	1
School discipline	2	4	1	4	4	4	1
Instructional program	3	1	2	2	3	2	1
Pupil personnel accounting	2	4	1	4	4	4	4
School business procedures	1	2	2	4	2	1	2
The auxiliary activities	2	3	2	1	1	1	4
Public relations program	4	1	1	2	1	2	1
The principalship	3	2	1	2	1	3	2
Evaluation program	4	1	2	4	3	2	2
TOTAL	33	28	18	37	27	37	23
AVERAGE WEIGHT	2.36	2.00	1.29	2.64	1.93	2.64	1.64

TABLE 3

NUMBER AND PER CENT OF PAGES TREATED OR NOT TREATED
FOR THE RESPECTIVE THEORIES OR PRINCIPLES
LISTED ON THE QUESTIONNAIRE---CHECKLIST

	<u>Formal Organization</u>		<u>Administration: Selected Read- ings</u>		<u>The Nature of the Administrative Process</u>	
	Book I		Book II		Book III	
	591 pages		386 pages		623 pages	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Orientation-back- ground	40	6.8	15	3.9	35	6
Humanitarian principles	120	20.3	65	16.8	0	0
Prudence principles	175	29.6	47	12.2	3	4
Tempo principles	67	11.3	37	9.6	0	0
Purposes, princi- ples and public provisions	0	0	36	9.2	0	0
Administrative process	61	10.3	55	14.2	244	39
Nature and use of certain forces	0	0	30	7.8	195	31
Subject matter of school ad- ministration	0	0	0	0	128	21
Total	463	78.3	285	71.2	605	97.1
Average	57.9	9.8	35.6	8.9	75.6	12.1

Theories and Principles of the Administrative Process

The tabulation in Table 3, indicate that Book III devoted the highest per cent, 97.1, of its pages to theories and principles of the administrative process. Textbooks I and II contributed 78.3 per cent and 71.3 per cent, respectively, of their pages to the theories and principles of the administrative process. As can be observed, Textbook III has a very high per cent of its content space devoted to discussion of theories and principles of the administrative process as compared to Textbooks I and II.

Table 4, indicates the amount of emphasis placed upon the theories. It may be noted here that all three textbooks either emphasized strongly the theory or did not consider it at all. The exception being theory, the prudence principles, which was included but not emphasized in Textbook III.

Analysis of the Concepts or Areas as Treated in the Textbook

The data in Table 5, page 51, presents the quantitative interpretation on the fourteen concepts and eight theories or principles. Each textbook was rated from the average weight assigned according to the degree of emphasis placed on the concept or theory.

TABLE 4

RATINGS AS RELATED TO THE EMPHASIS GIVEN TO THEORIES
OR PRINCIPLES IN GROUP II TEXTBOOKS

Theory or Principles	Textbooks		
	I Carzo, Rocco, Jr. and Yanouzas, John W. <u>Form Organization</u>	II Hack, Walter G. et al. <u>Administration:</u> <u>Selected Readings</u>	III Sears, Jesse B. <u>The Nature of</u> <u>the Administra-</u> <u>tive Process</u>
Orientation- back- ground	1	2	1
Humanitarian principles	1	1	4
Prudence principles	1	1	4
Tempo principles	1	1	4
Purpose principles public provisions	4	1	4
Administrative process	1	1	1
Nature and use of certain forces	4	1	1
Subject matter of public school administration	4	4	1
Total Weight	17	12	20
Average Weight	2.13	1.5	2.5

TABLE 5

QUANTITATIVE INTERPRETATION OF CONCEPTS AND/OR PRINCIPLES IN GROUP I AND II

Textbooks	Total Weight	Average Weight	Excellent 1.0 - 1.9	Good 2.0-2.9	Fair 3.0-3.9	Rank
<u>Group I</u>						
Bent, Rudyard K. and McCann, Lloyd E. <u>Administration of Secondary Schools</u>	33	2.4		X		5
Burrap, Percy E. <u>Modern High School Adminis- tration</u>	28	2.0		X		4
Douglass, Harl R. <u>Modern Adminis- tration of Secondary Schools</u>	18	1.3	X			1
Elicker, Paul E. <u>The Administration of Junior and Senior High Schools</u>	37	2.6		X		6.5
Lawson, Douglas E. <u>School Adminis- tration Procedures and Policies</u>	27	1.9	X			3
Stoops, Emory and Rafferty M. L. Jr. <u>Practices and Trends in School Administration</u>	37	2.6		X		6.5

TABLE 5--Continued

Textbooks	Total Weight	Average Weight	Excellent 1.0 - 1.9	Good 2.0-2.9	Fair 3.0-3.9	Rank
<u>Group I</u> (Cont'd)						
Williams, Stanley W. <u>Educational Administration In</u> <u>Secondary Schools</u>	23	1.6	X			2.
<u>Group II</u>						
Carzo, Rocco, Jr., and Yanouzas, John N. <u>Formal Organization</u>	17	2.1		X		2
Hack, Walter, G. Ramseyer, John A. Gephart, William J. & Heck, James B. <u>Educational Administration: Selected</u> <u>Readings</u>	12	1.5	X			1
Sears, Jesse B. <u>The</u> <u>Nature of the Administrative</u> <u>process</u>	20	2.5		X		3

In rating the textbooks, all were placed in one of the three categories according to the range used.

The numerical ratings used are given below:

Excellent	1.0 - 1.9
Good	2.0 - 2.9
Fair	3.0 - 3.9

Table 6 shows the number of concepts treated in each textbook and the corresponding per cent. The textbooks were then ranked according to this procedure.

A summary of the data in Table 6 indicates that the textbooks as a group, with reference to their overall treatment of the fourteen areas of administration, ranked in the following order:

Group I Textbooks

- Rank 1 - Textbooks I by Bent and McCann, III by Douglass, and V by Lawson.
- Rank 2 - Textbooks II by Burrups and VII by Williams.
- Rank 3 - Textbooks IV by Elicker and VI by Stoops and Rafferty.

Group II Textbooks

- Rank 1 - Textbook II by Hack, et al.
- Rank 2 - Textbooks I by Carzo, et al. and III by Sears.

TABLE 6

TOTAL CONCEPTS ATTENDED IN EACH TEXTBOOK OF GROUP I AND II

Name of Textbooks	No. of Concepts Treated	Per Cent	Rank
<u>Group I</u>			
I. Bent, Rudyard K. and McCann, Lloyd E. <u>Administration of Secondary Schools</u>	14	100	1.5
II. Burrup, Percy E. <u>Modern High School Administration</u>	13	93	4.5
III. Douglass, Harl R. <u>Modern Administration of Secondary Schools</u>	14	100	1.5
IV. Elicker, Paul E. <u>The Administration of Junior and Senior High Schools</u>	11	79	6.5
V. Lawson, Douglas E. <u>School Administration Procedures and Policies</u>	14	100	1.5
VI. Stoops, Emory and Rafferty, M.L., Jr. <u>Practices and Trends in School Administration</u>	11	79	6.5
VII. Williams, Stanley W. <u>Educational Adminis- tration In Secondary Schools</u>	13	93	4.5
<u>Group II</u>			
	Principles or Theories	Per Cent	Rank
I. Carzo, Rocco, Jr. & Yanouzas, John N. <u>Formal Organization</u>	5	63	2.5
II. Hack, Walter G., Ramseyer, John A., Gephart, William J. and Heck, James B. <u>Educational Administration Selected Reading</u>	7	88	1
III. Sears, Jesse B. <u>The Nature of the Ad- ministrative Process</u>	5	63	2.5

Textbook VI, treated to some degree, eleven of the fourteen concepts on the questionnaire---checklist. These eleven concepts constituted 408 pages of 73.1 per cent of the book space. These authors dwelt heavily on the business procedures and the school staff. These two concepts alone constituted 239 pages. Not treated by these authors were: the schedule, pupil personnel accounting, and school discipline.

Textbook VII, treated to some degree, thirteen or 93 per cent of the desired concepts. Its content gave most consideration to the curriculum, student organization, the school staff, and the instructional program. This textbook did not consider the auxiliary activities. Of the 556 pages 335 pages or 63.3 per cent of the textbook considered the thirteen concepts mentioned.

A summary of the preceding information indicates that the following treatments of the concepts on the questionnaire ---checklist:

1. Textbooks I by Bent and McCann, III by Douglass, and V by Lawson treated all fourteen concepts on the questionnaire---checklist.
2. Textbooks II by Burrups and VII by Williams treated thirteen of the concepts on the questionnaire---checklist.
3. Textbooks IV by Elicker and VI by Stoops and Rafferty treated eleven of the listed concepts.

Textbook VII, as indicated, has the second lowest total weight of 25 and an average weight of 1.79. This indicates that the publication rated fair or less adequate in more areas than the preceding textbook.

Textbook II received a rating of good. It had a total weight of 28 and an average weight of 2.00.

Textbook I also received a rating of good with a total weight of 33 and an average weight of 2.36.

Textbooks IV and VI rated lowest among the books analyzed. Textbook IV rated fair in two areas and inadequate in five areas. Textbook VI rated fair in only one area but it rated inadequate in six areas. The total and average weight of the two books were 37 and 2.64, respectively.

The rank order of each educational administration concept or area is shown in Table 1.

Rank Order of the Fourteen Concepts or Areas

The following steps were used in ranking the fourteen concepts or areas of educational administration as indicated on the questionnaire--checklist:

1. A survey was made to abstract all concepts that were treated in each textbook.
2. The number of pages devoted to each concept in each of the seven books were totaled and averaged.

3. The concepts were ranked according to the total number of pages consumed.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Recapitulation of Basic Conceptualizations

The secondary schools of America are challenged with the tremendous task of successfully planning and directing projects concerned with the direction of the developmental processes of our society's youth. The writer believes that this task demands competent and effective administrators who are aware of the many changes growing out of knowledge about youth and society, and their expectancies from the high school program. Good administration leads to results of a very high quality-youth who have been provided with experiences which have continuously increased their personal, social, and vocational competencies needed in our society. The leadership in the program of secondary education, the projections for its future, and the analyzing and interpreting of its features with parents and those persons in the community who work with it, become the responsibility of the professional educators, teachers, and administrators.

The report of this research presented in Chapter I of this thesis indicated that the problem of this research

developed out of the writer's experience of having taught in a large comprehensive high school, a junior high school, and the challenging experiences met while trying to serve as administrator at both schools in the absence of the principals. These experiences created a desire in the writer to research the literature on school administration of high schools to determine commonalities or differences in the nature and scope of the various management duties and functions which inhere the administrator's job. The writer intrigued by the different approaches that reputable authors made in their discussion of educational administration (secondary schools) and the desire to elicit information that would show if there were any commonalities in the different training programs.

It is hoped that the information secured in this study will serve to indicate points of agreement and disagreement of emphasis placed by the authors of educational administration textbooks in their efforts to provide future secondary school administrators with the basic knowledge which is needed to develop and maintain efficient and effective school administration.

The problem involved in this study was to analyze and interpret the basic concepts, theories, and philosophical

point-of-departure which characterize the professional administrative process as described in ten educational administration textbooks of general use in the training of secondary school administrators.

The major limitations of this research were to limit the selected textbooks to ten and to make use of those educational administration textbooks used in the training of secondary school administrators.

The major purpose of this study was to determine the extent to which selected educational administration textbooks, used in training secondary school administrators, emphasized concepts and theories that are basic to the training of specialized educational administrators.

Recapitulation of the Research Design

Significant aspects of the research design of this study are recorded below.

1. Locale and period of study---This study was conducted at the School of Education, Atlanta University, Atlanta, Georgia, during the summer, 1968.
2. Method of research---The Descriptive-Survey Method of research, utilizing the specific techniques of content analysis and statistical treatment, was used together data.
3. Materials---The materials involved in this research were: (a) ten educational administrative textbooks used to train secondary school administrators and (b) a questionnaire ---checklist designed in two parts to identify the established concepts or philosophical point-of-departure.

4. Instruments---The major instrument used to collect the required data was a specifically constructed questionnaire---checklist designed to secure, categorize, and evaluate the data on the concepts or areas and points-of-departure desired from the ten educational administration textbooks.
5. Criteria of reliability---The basic criteria of reliability for this research are:
(a) the representativeness of the sources (authorities and materials) and (b) the objectivity and accuracy manifested in interpreting and reporting the data.
6. Treatment of data---The data collected through the use of the questionnaire---checklist were treated with reference to degree and per cent of emphasis given by each of the textbooks. The data were presented in textual and tabular form in Chapter II.

Summary of Related Literature

The review of related literature made distinct contributions to this study. The literature revealed the following:

1. The content analysis techniques have been refined and applied more and more in recent years. In fact, the output of content analysis studies has sharply increased in every five-year interval over the past thirty years.¹
2. Content analysis is a research technique for the objective, systematic and quantitative description of manifest content of communication.²

¹Berelson, op. cit., p. 27.

²Ibid, p. 18.

3. Content analysis is often done to reveal the purposes, motive, and other characteristics of the communicators, or to identify the effects of the content upon the attention, attitudes, or acts of readers and listeners.³
4. There is a common meeting ground between communicator and audience.⁴
5. Content analysis may be approached from a quantitative or qualitative viewpoint.⁵
6. Content analysis assumes that the quantitative descriptions of communications content is meaningful.⁶
7. Quantitative content is a statistical technique for obtaining descriptive data on content variables.⁷
8. The quantitative approach substitutes controlled observation and systematic counting for impressionistic ways of observing frequencies of occurrence.⁸
9. In the analysis of seventh grade English textbooks, it was concluded that the authors and publishers appeared to have been in agreement as to what should or should not be included in the texts.⁹

³Ibid., p. 29.

⁴Ibid., pp. 18-19.

⁵Pool, loc. cit., p. 189.

⁶Ibid.

⁷Ibid.

⁸Ibid.

⁹Adkins, loc. cit.

10. The treatment given the Negro in history books in terms of pagination, pictorial representation, comprehension and biases in the history and growth of America revealed that the historians were without a sound knowledge of the contributory role played by the Negro during the period of the American Revolution. They treated the Negro in stereotypes of justification and romanticization of the institution of slavery. It was further revealed that authors have ignored and played down the Negro's role in and contribution to the American cultural advance during the past one-hundred years.¹⁰
11. There appears to be agreement on the areas crucial to educational administration.¹¹

The survey of related literature aided the writer in the presentation and interpretation of the content of this thesis.

Summary of Basic Findings

The significant findings of this research on ten educational administration textbooks (secondary level) were summarized and are presented in the paragraphs to follow under the captions, (a) pagination of educational administration concepts, (b) pagination of educational administration theories and/or principles, (c) theories rating, (d) qualitative interpretation of ten educational administration

¹⁰Cook, loc. cit.

¹¹Harris, loc. cit.

textbooks and (e) total concepts attended in each textbook of groups I and II.

Pagination of Educational Administration Concepts

Table 1

Table 1 shows that textbooks I by Bent and McCann, III by Douglass, and V by Lawson treated each of the fourteen listed concepts. It was indicated in this table that no textbook treated less than eleven of the selected concepts. Table 1 further shows that concept C, the school staff, was discussed on a total of 337 pages in the seven educational administration textbooks. This concept was discussed in each of the seven books used in this group, ranging from 12 pages to 111 pages. Concept V, student organizations, ranked second with 274 pages total, and a range of 4 to 62 pages.

Table 2

Table 2 pictures the numerical rating that each book received for each concept. It is revealed in this data that textbook III by Douglass, had the lowest numerical rating and textbooks IV by Elicker, and VI by Stoops and Rafferty, had the highest numerical rating.

Pagination of Educational Administration Theories and/or Principles

Table 3

In Textbook I, authored by Carzo, et al., the prudence principles were treated on 175 pages. These pages represented 29.6 per cent of the total content. The humanitarian principles were treated on 120 pages or 20.3 per cent. In textbook II, by Hack, et al., the humanitarian principles were treated on 65 pages or 16.8 per cent of the total content. Textbook III, authored by Sears, treated the administrative process on 244 pages or 39 per cent of the content.

Theories Rating

Table 4

The theories and principles rating table showed that textbook II, by Hack, et al., received the lowest number of points, 12, thereby, causing it to rank highest of the three textbooks on the rating scale. The textbook III, authored by Sears, received the highest number of points, thereby rating lowest of the three textbooks.

Qualitative Interpretation of Ten Educational
Administration Textbooks

Table 5

Table 5, which presents data on the qualitative interpretation of ten educational administration textbooks showed that three of the textbooks in Group I received an excellent rating of interpretation, and four textbooks received a good interpretation rating. It is also revealed in this table that one book in Group II received an excellent interpretative rating, and two books received a good interpretative rating. An interpretation of the data in Table 5 indicates that there is some agreement among the authors of the selected textbooks as to the type of subject areas deemed appropriate and vital in the educational administration training program.

Each author gave some treatment to the school plant, the curriculum, the school staff, the guidance and counseling program, student organizations, the instructional program, the public relations program, and the principalship. Treatment was also given in most of the textbooks to school discipline, pupil personnel accounting, business procedures, the auxiliary activities, scheduling, and the evaluation program.

Total Concepts Attended in Each Textbook
of Group I and II

Table 6

Table 6 indicates the number of concepts and theories treated in each textbook, also a corresponding per cent. These data further indicate how each textbook ranked in terms of the number and per cent of concepts and theories treated. It was revealed in this data that Book III continued to rank in first place among the textbooks.

Conclusions

The analysis and interpretation of the data pertinent to this study of ten selected administration textbooks for secondary schools, used to train educational administrators, seem to warrant the following conclusions:

1. That the treatment of the areas of school administration is preferred over the treatment of theories about school administration and the dynamics of human relations in school administration.
2. That a fuller quantitative treatment is usually given the areas of administration than is given the theories and principles of administration.
3. That the authors of textbooks on educational administration seem to be in agreement upon the crucial areas of school administration.
4. That the overall training to be given the school administrator should include both of the approaches---the areas of administration and the theories and dynamics of administration.
5. That the concepts, principles and theories found in the textbooks offer a wide range of opportunity for the training of administrators.

Implications

After evaluation of the amount of emphasis placed on the concepts or areas and theories and principles, the following implications seemed warranted:

1. Concepts and theories are very strongly emphasized in the educational administration textbooks, thereby, offering a large volume of materials, which may serve as guidelines for administrators.
2. There is indication that the writers of educational administration textbooks seem to be in agreement as to the kind of information which should or should not be included in the content of educational administration textbooks.
3. There is a large volume of material printed in textbook form available for the use of the present-day administrator.

Recommendations

Careful analysis and interpretation of the basic findings, conclusions and implications from this research would appear to warrant the following recommendations:

1. That textbooks on secondary school administration should include more materials on the philosophy and objectives of the secondary school.
2. That more emphasis in secondary educational administration textbooks be placed on the following areas:
 - (a) evaluation
 - (b) scheduling
 - (c) discipline

3. The inclusion of courses in educational administration in the programs of the Department of Education at the undergraduate level.

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APPENDIXES

APPENDIX A

BIOGRAPHICAL SKETCHES OF THE AUTHORS

Burrups, Percy E. (Ed. D.), Professor of Educational Administration, Brigham Young University, Provo, Utah. He received his B. S. degree from Utah State University, 1932; M. S. degree from Utah State University, 1941; and Ed. D. degree from Colorado State College of Education, 1951. He authored: The Teacher and the Public School System, 1960, with a second edition, 1967, and Modern High School Administration, 1962.

Douglass, Harl R., (Ph.D.), consultant, lecturer, and author. He received his B. S. degree from the University of Missouri, 1915; M. S. degree, Ibid., 1921; Ph.D. degree, Ibid., 1927; D.H.L. degree, University of Maine, 1960. He authored, Modern Methodism In High School, 1927; Secondary Education, 1953; Modern Administration of Secondary Schools, 1954; Teaching in High School, 1948, 1957; and Current Trends and Issues in Classroom Education, 1962. He co-authored; Democratic Supervision of Secondary Schools, 1934, 1946, 1961; and The Modern Junior High School, 1956.

Elicker, Paul Edgar, (Sc.D.), Executive Secretary Emeritus of the National Association of Secondary School

Principals. He received his A.B. degree from Ursinus College, Collegeville, Pa., 1914; M. A. degree, Columbia University, 1921; Ed.M. from Harvard University, 1931; and Sc.D., Boston University, 1951. He has served as Editor of THE BULLETIN, the professional publication for high school principals. He authored: The Administration of Junior and Senior High Schools. He co-authored: Planning for American Youth, 1944.

Hack, Walter, G., (ph.D.), Professor of Education, College of Education, Ohio State University. He received his B. A. degree from North Central College, 1947; M. A. degree from Northwestern University, 1952; M. S. degree from Northern Illinois University, 1955; and Ph.D. degree from Ohio State University, 1959. He co-authored: Educational Administration-Selected Readings.

Lawson, Douglas Edward, (ph.D.), Dean of College of Education, Southern Illinois University, Carbondale, Illinois. A. B. Colorado State College, 1932, M. A. Colorado State College, 1933, Ph.D. University of Chicago, 1939. He is the author of School Administrative Procedures and Policies, 1953.

McCann, Lloyd Ellis, (Ed.D.), Professor of Education, Head of Department of Educational Administration, University of Arizona. A. B. Peru S. T. C., 1935, M. A. Colorado State College, 1939, Ed.D., Ibid., 1951. He co-authored: Administration of Secondary Schools, with Rudyard K. Bent. He

also co-authored: Law and the School Business Manager, Law and the School Superintendent, and Theory and Practice of School Finance.

Sears, Jesse B., (Ph.D.), Professor of Education, Stanford University, Stanford, California. He received his A. B. degree from Stanford University in 1909, and his Ph.D. degree from Columbia University, 1920. He authored: Spelling Efficiency in the Oakland School; Classroom Organization and Control; The Nature of the Administrative Process, and others.

Stoops, Emory, (Ed.D.), Professor and Supervisor, Educational Administration, University of Southern California, Los Angeles, California. A. B. University of Colorado, 1930; M. A. University of Southern California, 1934; Ed.D., Ibid. He authored Planning Your Job Future, Principles and Practices in Guidance, and Practices and Trends in School Administration.

Williams, Stanley, W., (Ed.D.), Professor and chairman of the Department of Educational Administration, Long Beach State College, Long Beach, California. A. B., Bates College Lewiston, Maine, M. S. and Ed.D., University of Southern California. His articles have appeared in the "Journal of Secondary Education," "The Maine Teachers Journal," and "The Forum." He authored: Educational Administration In Secondary Schools, 1964.

APPENDIX B

BREAKDOWN OF ADMINISTRATIVE DATA

A. The School Plant

1. Criteria of Needs
2. The Site and Layout
3. The Structure
 - a. Instructional needs
 - b. Non-instructional needs
 - c. Economy of provisions
4. Equipment, furnishings, and facilities
5. School Grounds
6. Management and supervision of the School Plant

B. The Curriculum

1. The Philosophy of the Curriculum
2. The Objectives of the Curriculum
3. The Structure of the Curriculum
4. The Organizational Patterns of the Curriculum
5. The Criteria for the Curriculum

C. The Staff of the School

1. The Philosophy of Personnels
2. The Types of Personnels of the Staff
3. The Personnel Qualifications
 - a. Training
 - b. Selection
 - c. Assignment
 - d. Supervision
 - e. Improvement in Service
4. The Professional Relationship of the Staff
 - a. Horizontal Plans
 - b. Vertical Plans
 - c. Community

D. The Schedule (Programming School Activities)

1. The Philosophy of the Schedule
2. The Objectives of the Schedule
3. The Structure of the Schedule
4. The Operation of the Schedule

5. The Criteria for the Excellent Schedule
6. The Techniques in Schedul-Making

E. The Guidance Program

1. The Philosophy of Guidance
2. The Objective of Guidance
3. The Elements (areas) of Guidance
4. The Techniques of Guidance
5. The Organization of Guidance
6. The Personnel for Guidance
7. The Criteria for the Guidance Program

F. Student Organizations

1. The Philosophy of Extra-curricular Activities
2. The Objectives of Extra-curricular Activities Program
3. The Historic Development of the Extra-curricular Activities Program
4. The Structure of the Extra-curricular Activities Program
5. The Types of Extra-curricular Activities Program
6. The Integration of the Extra-curricular Program
 - a. Among the Activities in the Program
 - b. With the Instructional Activities Program
 - c. With the Overall Educative Program of the Community
 - d. The Criteria for the Extra-curricular Activities Program

G. School Discipline

1. The Philosophies of School Discipline
2. The Objectives of School Discipline
3. The Techniques of School Discipline
4. The Organization for School Discipline
5. The Criteria of Effective School Discipline

H. The Instructional Program

1. The Philosophy of Instruction
2. The Objectives of Instruction
3. The Psychology of Instruction
4. The Methodology of Instruction
 - a. Principles
 - b. Techniques
 - c. Motivation
5. The Area of the Instructional Situation

- a. The Teacher
- b. The Pupil
- c. The Lesson
- 6. The Problems of Grouping and Sectioning
- 7. The Criteria for Efficiency and Effectiveness of Instruction

I. Pupil-Personnel Accounting

- 1. The Philosophy of Personnel Accounting
- 2. The Objective of Personnel Accounting
- 3. The Types of Personnel Records and Reports
- 4. The Techniques of Personnel Accounting
- 5. The Integration of the Pupil-Personnel Accounting
- 6. The Criteria of Effective Pupil-Personnel Accounting

J. School Business Procedures

- 1. The Philosophy of Business Accounting in Schools
- 2. The Objectives of Business Accounting in Schools
- 3. The Types of Business Accounting in Schools
- 4. The Techniques of Accounting in School Business
- 5. The Criteria of Business Accounting in Schools

K. The Auxiliary Activities

- 1. The Philosophy of Auxiliary Activities
- 2. The Objectives of the Auxiliary Activities
- 3. The Types of Auxiliary Activities
 - a. The Library and Library Services
 - b. The Lunchroom and Cafeteria Services
 - c. The Health Program and Services
- 4. The Personnel Requisite to some Auxiliary Transportation Activities
 - a. The Training
 - b. The Selection and Assignment
 - c. The Supervision in Services
- 5. The Criteria for Evaluating Auxiliary Activities

L. Public Relations Program

- 1. The Philosophy of Public Relations Program
- 2. The Objective of the Public Relations Program
- 3. The Areas of Public Relations
 - a. The Parent-teacher Relation
 - b. Alumni Association

- c. Participation in Community Drives
- d. Home Contacts
- e. School Programs, Celebrations, Commencements
- 4. The Techniques in Public Relations Program
 - a. School Publication of all Sorts
 - b. Community Newspapers
 - c. Principal and Teacher Reports to Home and Public
 - d. Community Surveys with Publicized Interpretations

M. The Principalship

- 1. The Historic Emergence of the Principal and Principalship
- 2. The Functions of the Principalship
- 3. Duties of the Principal
- 4. The Principal's Office
- 5. Opening Activities of the School Year
- 6. Closing Activities of the School Year
- 7. The Problems of Leadership
- 8. The Qualifications of the Principal and Principalship

N. Evaluation Program

- 1. Importance of Evaluation
- 2. Purposes of Evaluation
- 3. Types of Evaluations
- 4. Principles of Evaluation
- 5. Guidelines for Conducting the Evaluation

APPENDIX C

BREAKDOWN OF THE THEORIES AND PRINCIPLES OF THE ADMINISTRATIVE PROCESS

A. Orientation-Background

Approach from Operational Level
Cultural Concern
Local and State Provisions

B. Humanitarian Principles

Structural Democracy
Operational Democracy
Justice as a Guide to Administration

C. Prudence Principles

Prudence of Caution: Economy, Check and Balance,
Liberty and License Authority

Prudence of Understanding; Simplicity, Loyalties,
Inertia.

D. Tempo Principles

Adaptability
Flexibility
Stability

E. Purpose Principles and Public Provisions

State Functions
Legal Theory
Power of Central Offices
Policy
Purposes of Public Education
Administrative Authority

F. Administrative Process

Planning
Organization
Directing
Coordination
Control

G. Nature and Use of Certain Forces

Place of Authority
Delegation of Authority
Professional Ethics
Contract With Superior Authority

H. Subject Matter of School Administration

Problems of Subject Matter
Bases for Choosing Subject Matter
Sources from Which Subject Matter must be Drawn

VITA

Scott, Alfred

Education:

A. B. Clark College, Atlanta, Georgia, 1950.
Major: Mathematics. Graduate Study at
Atlanta University.

Experience:

High School Teacher or Mathematics,
Atlanta Board of Education, 1950-

Graduate Field of Concentration:

Educational Administration

Personal Information:

Married, three children.
Native of West Palm Beach, Florida;

Member: GTEA, NEA, Boy Scouts of America,
Omega Psi Phi Fraternity,
Allen Temple AME Church.
Superintendent of Sunday School and
Trustee, Allen Temple AME Church,
Atlanta, Georgia.

Served in the U. S. Army, 1945-1946. Foreign
Countries Visited: France, Germany and
Switzerland.